

香港特別行政區政府
教育局
The Education Bureau
of
The Hong Kong SAR Government

2026 年全港性系統評估[◆]（小學）

Territory-wide System Assessment 2026 (Primary Schools)

便覽 Quick Guide



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◆2026 年小六全港性系統評估暫停舉行。此評估是學校以自願形式參與，而非全體小六學生參與的全港性系統評估。
The 2026 P6 TSA has been suspended. Participation in this assessment is on a voluntary basis. As a result, this is a TSA in which not all P6 students will participate.

評估時間表

甲. 說話及中文視聽資訊評估

小學三年級

日期	評估	備註
2026年5月6日或 5月7日	中國語文－視聽資訊評估	需屏幕、VCD機或電腦連喇叭
	中國語文－說話評估	本局以隨機抽樣方式，在每所學校選取學生參與評估。每所學校只須參與兩個評估日期中的其中一節。
	英國語文－說話評估	

※如受惡劣天氣或其他突發事情影響，評估日期將改期至2026年5月11日

小學六年級

日期	評估	備註
2026年5月13日或 5月14日	中國語文－視聽資訊評估	需屏幕、VCD機或電腦連喇叭
	中國語文－說話評估	本局以隨機抽樣方式，在每所學校選取12或24名學生參與評估。每所學校只須參與兩個評估日期中的其中一節。
	英國語文－說話評估	

※如受惡劣天氣或其他突發事情影響，評估日期將改期至2026年5月18日

乙. 紙筆評估

小學三年級

日期	分節	科目	時間 (分鐘)	備註
2026年6月15日	1	中國語文－閱讀評估	25	
	2	中國語文－聆聽評估	20	需CD唱機或電腦連喇叭
		(休息)	15-35	
	3	中國語文－寫作評估	40	
2026年6月16日	1	英國語文－閱讀和寫作評估	30	
	2	英國語文－聆聽評估	20	需CD唱機或電腦連喇叭
		(休息)	15-35	
	3	數學	40	

如受惡劣天氣或其他突發事情影響，評估日期將改期至2026年6月22日

小學六年級

日期	分節	科目	時間 (分鐘)	備註
2026年6月15日	1	中國語文－閱讀評估	30	
	2	中國語文－聆聽評估	20	需CD唱機或電腦連喇叭
		(休息)	15-35	
	3	中國語文－寫作評估	55	
2026年6月16日	1	英國語文－閱讀和寫作評估	50	
	2	英國語文－聆聽評估	30	需CD唱機或電腦連喇叭
		(休息)	15-35	
	3	數學	50	

※如受惡劣天氣或其他突發事情影響，評估日期將改期至2026年6月22日

Assessment Time-tables

A. Oral and Chinese Audio-visual Assessments

Primary 3

Date	Assessment	Remark
6 or 7 May 2026	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	Students from each school will be randomly selected. Each school will participate in one session on either one of the two assessment dates.
	English Language – Oral Assessment	

※ In case of bad weather or emergency, the assessment would be rescheduled to 11 May 2026.

Primary 6

Date	Assessment	Remark
13 or 14 May 2026	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	12 or 24 students (depending on the school size) from each school will be randomly selected. Each school will participate in one session on either one of the two assessment dates.
	English Language – Oral Assessment	

※ In case of bad weather or emergency, the assessment would be rescheduled to 18 May 2026.

B. Written Assessments

Primary 3

Date	Session	Subject	Duration (in minutes)	Remark
15 June 2026	1	Chinese Language – Reading	25	
	2	Chinese Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Chinese Language – Writing	40	
16 June 2026	1	English Language – Reading and Writing	30	
	2	English Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Mathematics	40	

※ In case of bad weather or emergency, the assessment would be rescheduled to 22 June 2026.

Primary 6

Date	Session	Subject	Duration (in minutes)	Remark
15 June 2026	1	Chinese Language – Reading	30	
	2	Chinese Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Chinese Language – Writing	55	
16 June 2026	1	English Language – Reading and Writing	50	
	2	English Language – Listening	30	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Mathematics	50	

※ In case of bad weather or emergency, the assessment would be rescheduled to 22 June 2026.

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2026 年全港性系統評估（小學） 便覽

**Territory-wide System Assessment 2026
(Primary Schools)
Quick Guide**

第一部分 Part 1

◆2026 年小六全港性系統評估暫停舉行。此評估是學校以自願形式參與，而非全體小六學生參與的全港性系統評估。
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第一部分

2026 年全港性系統評估

前言

香港考試及評核局（以下簡稱「考評局」）受教育局委託，負責策劃、執行全港性系統評估（以下簡稱「系統評估」）。考評局向全港小學提供本《便覽》，目的在闡述 2026 年全港性系統評估的實施安排，請各校長及有關教師細心閱讀，以確保這次評估能順利進行。

系統評估的緣起與發展

教育統籌委員會（教統會）在 2000 年發表的報告書：《終身學習·全人發展》中，建議在中國語文、英國語文、數學三科設立基本能力評估。教育局（前教育統籌局）在 2001 年委託考評局發展與施行中、英、數三科的基本能力評估，其中包括學生評估和系統評估兩部分。

教統會建議的系統評估（已易名為全港性系統評估）屬低風險項目，旨在讓政府及學校了解整體學生在中、英、數三科的基本能力水平，藉此改善學與教，以及讓政府為有需要的學校提供支援。

系統評估在 2004 年首先在小學三年級施行。在 2005 年，小學三年級和小學六年級學生均須參與評估。至 2006 年，系統評估已推展至中學三年級階段。

就小三級系統評估而言，「基本能力評估及評估素養統籌委員會」（委員會）於二零一八年三月十六日向教育局提交就系統評估作全面檢討的建議，有關報告已上載至教育局網頁¹。委員會指出從教育專業角度，在全港層面，系統評估是一套客觀工具，為政府提供全港層面資料，以檢視教育政策的成效及課程規劃的安排；在學校層面，系統評估是「促進學習的評估」的具體實踐，系統評估學校報告提供具信度和效度的資料，有助學校了解整體學生表現，教師能對焦及適時地提供回饋和跟進工作，提升學與教的效能。

委員會認為單從教育專業角度考慮，優化措施已有效處理因系統評估引致的操練和風險，但委員會在教育專業角度以外，亦考慮了社會對系統評估的認知，學校在利用評估資料改善教學上的發展步伐不一，以及部分社會人士對現行安排的觀感，因而建議全港層面和學校層面的安排可分開處理。教育局接納了委員會的建議，因此在全港層面，全港每年以抽樣形式從每所公營及直資學校抽選學生參加小三系統評估。每年每所學校抽取約 10% 小三學生參與；另外為了解非華語學生及特殊教育需要學生的整體學習表現，以提供適切的支援，需就這兩個學生群組再另行抽取符合統計要求的一定數目學生參與評估。學生的表現只會計算在全港層面數據，由於每所學校只有小部分學生參與，因此不會提供學校報告。

¹<https://www.edb.gov.hk/attachment/tc/curriculum-development/assessment/about-assessment/2015-17-tsa-report-tc.pdf>

在學校層面，在檢討中學界普遍認同評估促進學習的理念，亦有相當數目的學校表示希望學校全體小三學生可以參與系統評估及獲發詳細學校報告，以運用相關分析資料針對性地改進教與學，香港考試及評核局（考評局）會為有此訴求的學校提供全體小三學生參與系統評估的安排及學校報告。全體參與的學校只需與考評局聯絡，考評局會把學校報告直接發放給學校，教育局不會向考評局索取個別學校的學校報告。

至於小六級的系統評估，自 2012 年開始便與中一入學前香港學科測驗隔年舉行，小六系統評估於單數年份（如 2015）舉行，惟在雙數年份（如 2016）學校可因應情況，以自願形式參與小六級評估。

評估的性質、設計與執行

(a) 評估性質

系統評估屬低風險的評估。評估報告只提供全港學生整體表現的資料和各學校學生整體表現的資料。至於個別學生的成績，則不予提供。

(b) 評估模式

系統評估的題目，是由各有關科目的專業人士如考評局科目經理、教育局課程主任和資深教師參照各科的課程和「基本能力」文件擬訂的。

除了中國語文科和英國語文科的說話評估以外，各科的評估主要是以紙筆作答的模式進行。

為了照顧以普通話作為學習語言的學生，中國語文科的聆聽、說話和視聽資訊評估，均設有普通話版本的題目。而數學科的題目，亦設有中文及英文兩個版本，供學校選用。

(c) 評估設計

為了向政府及學校提供回饋資料，系統評估涵蓋各科學習範疇臚列的基本能力，故每科的試題數目相應較多。若學生作答某一學習範疇的全部試題（或稱為「全卷」），需時長達兩至三小時，對學生絕不適宜。因此，考評局把「全卷」分為若干「分卷」，每位學生只須作答其中一份「分卷」。由於系統評估旨在反映全港學生及各學校學生的整體表現水平，而非評估個別學生的能力，所以每一名學生毋須作答相同的試卷。

評估時，學生會被安排作答不同的分卷。每一分卷之間，各設有若干相同的題目，考評局根據學生回答這些題目的表現，並結合各分卷的成績，用統計的方法，計算各學校學生的整體表現。

有關中、英、數三科的評估設計，請詳閱《便覽》的第二至第四部分。

(d) 學校的參與

系統評估是為全港學校而設計的，旨在為學校提供準確而全面的全港學生和個別學校學生整體表現的資料和數據。

系統評估分為兩部分，分別在五月及六月進行。第一部分為中國語文科和英國語文科的說話評估及中國語文科的視聽資訊評估，每所學校只須參與兩個評估日期中的其中一節。中、英文科的說話評估及中文科的視聽資訊評估以隨機抽樣方式進行，考評局分別選取部分學生參加說話及視聽資訊評估。第二部分為中國語文科、英國語文科及數學科的紙筆評估，評估為期兩日，學生均須在原校參與評估。

學校可為個別有特殊及不同學習需要的學生，選擇 WS0 至 WS7 的特殊安排，有關詳情可參閱「特別安排選擇須知」。

系統評估的實施

系統評估的實施，有賴學校與考評局通力合作，按照統一的方式執行各項工作，務使評估的結果具效度和信度。

學校校長須委任一位「評估行政主任」（學校亦可委任一位「助理評估行政主任」予以協助），負責與考評局聯絡和統籌校內有關系統評估的事務。在舉行說話及視聽資訊評估和紙筆評估期間，每所學校將獲派一位由考評局聘請的「評估行政助理」，協助評估行政主任和負責監考的教師執行系統評估的工作。

評估行政主任的角色、工作須知和執行指引，詳列於本《便覽》的第五部分（評估行政主任須知）。

監考工作

各學校的監考工作，須按本《便覽》第五部分（評估行政主任須知）所列的指引執行。如有特殊教育需要的學生參與系統評估，學校可依據一貫為這些學生所採用的校內監考方法，作出合適的安排。

達標水平的訂定

系統評估是一水平參照的評估，目的在了解學生是否達到中、英、數三科的基本能力水平。通過這個評估，政府和學校可以更了解學生在三科不同能力/範疇^註的學習表現。

考評局委任評核專家、資深教師、課程專家等有關人士組成的專家小組，釐定各科的達標水平。根據他們所訂定的達標水平，考評局能計算全港學生在中、英、數三科達到基本水平的百分率。訂定語文的達標水平只計算聽、讀、寫範疇。

^註 中國語文科及英國語文科的學習能力/範疇為 i) 聆聽、ii) 閱讀、iii) 寫作和 iv) 說話。數學科的學習範疇為 i) 數、ii) 度量、iii) 圖形與空間、iv) 數據處理和 v) 代數（代數只適用於第二學習階段）。

評估報告

考評局會提供四款不同內容的學校報告¹供每一所全體學生參加評估的學校配合校本需要選取。學校根據報告的資料，可了解學生在中、英、數三科不同能力／範疇的整體表現。為協助學校了解學生的強項與弱項，考評局亦將為每一所學校提供題目分析報告。

本局亦會提供不同的補充報告予學校參考。補充報告內容剔除有「不同學習需要」或／及有「特殊教育需要」(SEN)的學生的數據（請參閱「特別安排選擇須知」）。此外，凡學校有五名或以上的非華語／有特殊教育需要學生參加全港性系統評估，將獲發一份額外報告，提供非華語／有特殊教育需要學生的表現數據供學校參考。

學校可根據報告的資料，針對整體學生在各科不同能力／範疇的強弱項，從而訂定學校計劃，改善學與教。

上述報告均從「學校層面」方面提供數據和資料，旨在幫助學校改善學與教，故政府不會為學校評級，亦不會以任何形式向外界公布個別學校的情況。學校只可把報告的內容，向學校管理層和教師交代，並應慎重處理報告的內容。學校亦須承諾遵守評估數據使用守則，將有關評估數據作內部參考，不可作推廣用途。

查詢

如有任何查詢，請與我們聯絡。

香港考試及評核局 教育評核服務部

地址：九龍新蒲崗太子道東 698 號
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科目及評核事宜：

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傳真：3628 8138

評估行政事宜：

電話：3628 8181
傳真：3628 8190
電郵：tsa1@hkeaa.edu.hk

網上服務技術支援事宜：

電話：3628 8177
傳真：3628 8138
電郵：tsa@hkeaa.edu.hk
基本能力評估網站：<https://www.bca.hkeaa.edu.hk>

1 四款評估報告分別為(1)現行版；(2)精簡版 - 只提供學校本身數據，剔除用作參照的整體數據；(3)整合版 - 基本能力題組綜合報告，附有整體學生表現示例；以及(4)資料分析報告 - 提供各道題目相對應的學習重點、基本能力、評估重點以及選擇題選項的分析。

Part 1

Territory-wide System Assessment 2026

Preamble

The Hong Kong Examinations and Assessment Authority (HKEAA) has been entrusted by the Education Bureau (EDB) to develop and implement the Territory-wide System Assessment (TSA). For that purpose the HKEAA provides this *Quick Guide* to all primary schools. This *Quick Guide* provides implementation details of the TSA 2026. The Principals and teachers concerned please study this *Quick Guide* carefully to ensure that the TSA will be conducted smoothly.

The Origin and Development of the TSA

In its 2000 report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments (BCA) in Chinese Language, English Language and Mathematics. The Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned in 2001 by the Education Bureau (former Education and Manpower Bureau) to develop and implement Basic Competency Assessments. The EC recommended that there be two components of the BCA: Student Assessment and System Assessment.

System Assessment, which was later renamed “Territory-wide System Assessment” (TSA) in 2004, was conceived of as a low-stakes survey of the performance of students at Primary 3, Primary 6 and Secondary 3 levels in the three subjects. The main purpose is for school improvement and to provide the Government and schools with information on school standards in Chinese Language, English Language and Mathematics. The Government will provide support to schools in need of assistance.

The TSA was first commenced at Primary 3 level in 2004. In 2005, both Primary 3 and Primary 6 students took part in the TSA. In 2006, the TSA was extended to the Secondary 3 level.

Regarding Primary 3 TSA, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) on 16 March 2018 submitted to the Education Bureau (EDB) recommendations following the comprehensive review of Territory-wide Assessment (TSA). Related report has been uploaded to the EDB website¹. The Committee points out that from the perspective of the education profession, at the territory-wide level, TSA is an objective tool to provide the Government with territory-wide information for reviewing the effectiveness of education policies and the arrangements for curriculum planning; and at the school level, TSA is a realisation of the concept of “assessment for learning”. TSA school reports provide reliable and valid information to help schools understand the overall performance of students and enable teachers to provide feedback and take follow-up actions in a focused and timely manner for the purpose of enhancing the effectiveness of learning and teaching.

¹<https://www.edb.gov.hk/attachment/en/curriculum-development/assessment/about-assessment/2015-17-tsa-report-en.pdf>

If considered only from the perspective of the education profession, the Committee regards that the enhancement measures have effectively alleviated public's concerns about drilling and risks induced by TSA. However, the Committee also takes into account the community's understanding of TSA, the different pace among schools' development in the use of assessment information to improve learning and teaching, and perceptions of some members of the community on the existing arrangements. Therefore, the Committee recommends that the feedback at the territory-wide level and the school level be handled separately. The EDB has accepted the Committee's recommendations. At the territory-wide level, the Primary 3 TSA will be conducted every year on a **sampling basis**, with about 10% of students sampled from each public sector and Direct Subsidy Scheme school. In addition, to understand the overall learning performance of non-Chinese speaking students and students with special educational needs and provide appropriate support, a certain number of students from these two student groups have to be separately sampled to meet the statistical requirements. **Students' performance will only be counted as territory-wide data.** Since only a small number of students in each school will participate in the assessment, **school reports will not be provided.**

At the school level, the education sector generally agrees with the concept of assessment for learning in the review. A considerable number of schools would like their Primary 3 students to participate in TSA and obtain detailed school reports so that they can draw reference from the analysis to improve learning and teaching in a focused manner. **The Hong Kong Examinations and Assessment Authority (HKEAA) will cater for the needs of these schools and make arrangements to enable all Primary 3 students to participate in the assessment and to provide school reports.** Schools with such plans may approach the HKEAA directly. **The HKEAA will make relevant arrangements and issue school reports to schools directly. The EDB will not obtain school reports of individual schools from the HKEAA.**

Starting from 2012, the Primary 6 TSA and Pre-S1 Hong Kong Attainment Test (HKAT) have been conducted in alternate years. The Primary 6 TSA is implemented in odd-numbered years (e.g. 2015); however, schools can opt to take the P.6 assessment in even-numbered years (e.g. 2016) on a voluntary basis.

The Nature, Design and Implementation of the TSA

(a) Nature of the TSA

The TSA is low-stakes in nature. It provides overall assessment results at territory-wide level and at school level. However, no assessment results for individual students are made available.

(b) Mode of the TSA

The assessment items of the three subjects are set by the subject managers of the HKEAA in collaboration with officers of the Curriculum Development Institute of the EDB and experienced teachers. The items are constructed with reference to the Basic Competency descriptors and the curricula of the three subjects.

The TSA is mainly conducted in pencil and paper mode, except for oral assessments of Chinese Language and English Language.

To cater for the needs of students who use Putonghua as the medium of instruction, a Putonghua version of the listening, oral and audio-visual assessments of Chinese Language is available. For Mathematics, schools may choose either the Chinese or the English version.

(c) Design of the TSA

In order to provide schools and the government with sufficient feedback, the coverage of the TSA must be comprehensive. Hence, for each subject, a large number of items are set. If a student is to attempt all the items (referred to as the “Full Paper”), two to three hours will be required. This is not considered desirable for students. Therefore, the “Full Paper” is divided into several “Sub-papers” and each student is only required to attempt one sub-paper. As the TSA is to reflect the overall performance of students at the territory-wide and school levels rather than that of individual students, students are not required to attempt the same paper.

When the assessment is conducted, students will be arranged to attempt different sub-papers. There are common items among the sub-papers. Based on students’ performance in both the common items and the other items in the individual sub-papers, the HKEAA can use statistical methods to provide the overall performance of students at the school level.

Please refer to Parts 2 to 4 of the *Quick Guide* for the assessment design of Chinese Language, English Language, and Mathematics respectively.

(d) Participation of Schools

The TSA is designed for all schools in Hong Kong. The objective is to produce an accurate and complete set of overall performance data at territory-wide and school levels.

The TSA is divided into two major parts conducted in May and June respectively. The first part is oral assessments of Chinese Language and English Language and the audio-visual assessment of Chinese Language which are conducted on two days at different times. Samples of students will be randomly selected from each school to take the assessments. Each school will participate in one session on either one of the two assessment dates. The second part is written assessments of Chinese Language, English Language and Mathematics. All students are to take part in the assessments in their own schools over a two-day period.

For students requiring different learning needs and SEN students, schools may select special arrangements WS0 to WS7 for them. Details please refer to *Guidelines on Selecting Special Arrangements*.

Administration of the TSA

Support and cooperation from schools is essential for the administration of the TSA such that the TSA will be conducted in accordance with uniform procedures to ensure validity and reliability of the assessment.

Principals shall appoint an Assessment Administration Supervisor (Schools may also appoint a Deputy Assessment Administration Supervisor to provide assistance) to liaise with the HKEAA and to coordinate the administration of the TSA in the school. The HKEAA will deploy an Assessment Administration Assistant to each school on the days of Oral & CAV Assessments and Written Assessments to support the work of the Assessment Administration Supervisor and the teachers taking care of invigilation work.

The role, duties and guidelines for the Assessment Administration Supervisors are set out in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

Invigilation

Schools shall follow the invigilation arrangements as stipulated in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

For students with special educational needs (SEN) participating in the TSA, schools may follow the usual invigilation arrangements they adopt for these students in the school's internal assessments context.

Standard Setting

The TSA is a standards-referenced assessment. The purpose of the assessment is to see how students have attained the Basic Competency (BC) levels set for Chinese Language, English Language and Mathematics. Through the TSA we can better understand the performances of the students in the different dimensions/skills of the three subjects^{Note}.

Measurement specialists, experienced teachers and curriculum experts are appointed to form expert panels to set cut-scores for the BC levels for the three subjects. From these cut-scores, the HKEAA can find out the percentages of all students having attained the BC. For language subjects, setting of the cut scores only covers listening, reading and writing skills.

Reporting of Results

The HKEAA will provide four school reports¹ with different contents for each participating school (**with ALL students**) to select in the light of school-based needs. From the reports, schools can understand the performance of their students as a whole in each dimension/skill/strand of the three subjects. To enable schools to know more about the strengths and weaknesses of their students, the HKEAA will also provide an item analysis report for each school.

TSA "Supplementary Reports" will be made available for schools. They will exclude the performance of students with different learning needs and/or special educational needs (SEN) (refer to *Guidelines on Selecting Special Arrangements*). In addition, schools with five or more non-Chinese speaking (NCS)/Special Educational Needs (SEN) students participating in the Territory-wide System Assessment will receive an additional report providing information on NCS/SEN students' performance.

From the reports, schools can address the strengths and weaknesses of students in each dimension/skill/strand of each subject as a whole, which in turn facilitates the formulation of their school plan to enhance learning and teaching.

^{Note} The dimensions/skills for the subjects of Chinese Language and English Language are i) listening, ii) reading, iii) writing, and iv) speaking. The dimensions of Mathematics are i) number, ii) measures, iii) shape & space, iv) data handling and v) algebra (applicable to P.6 only).

¹ Four report formats: (1) Existing version; (2) Simplified version (only school data is provided, without the data of participating schools); (3) Integrated version, which is a consolidated report on 'Basic Competency Report' by Item Groups (with exemplars on students' overall performance); and (4) Information Analysis Report – each item is paired with its corresponding learning objective, BC and testing focus as well as analysis for each option in multiple choice items.

Since the TSA aims to provide schools with data to enhance the effectiveness of learning and teaching, the assessment results of individual schools will not be ranked or made known to the public. Access to the school report is limited to the school management and the teachers of the school, and schools are reminded to deal with their school data seriously. Schools must follow the protocol strictly to avoid any misuse of information. The data is restricted to schools' internal use and not for promotional purposes.

Enquiries

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